

## **Gamification of EFL classroom in a healthcare education context in Indonesia: Kahoot!**

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### **Abstract**

Digital technology plays a pivotal role in English teaching and learning, one of the ways to integrate digital technology into English teaching and learning is gamification through Kahoot!. Kahoot! is an online platform which provides quizzes which can be implemented in English classroom to assess students' language learning acquisition. In this research, the teacher implemented Kahoot! in several meetings. This research aims to explore the utilization of Kahoot! in English Language classroom in a healthcare education context in Indonesia and students' perception on its impact to their learning engagement. This research is an explorative study to elaborate how Kahoot! was implemented in an EFL classroom and survey by distributing questionnaire to 30 pharmacy students who had joined English classes. The result of this research indicated that Kahoot! is suitable to implement in an English language learning classroom in the context of healthcare education in Indonesia because it is easy to use, fun, interesting and enjoyable. The majority students' enjoyed playing Kahoot! in English learning because they believe that it makes the teaching and learning process more interactive, they can compete with others and they can master their knowledge and English language mastery.

**Keywords:** Kahoot!, Digital Technology, EFL Classroom, Language Acquisition

### **INTRODUCTION**

Digital technology plays an important role in English Language Teaching nowadays, it is not only useful tool to learn a language but also provides

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opportunities for learners to actually use their foreign language in everyday life (Chirimbu & Tafazoli, 2013; Doughty & Long, 2003; Golshan & Tafazoli, 2014). Digital technology also makes the teaching and learning process more flexible, and learners' learning become more autonomous (Yeşilel, 2016).

The role of digital technology is increasing day by day because of the learners themselves, the learners in this digital era are known as digital native since they were born in the era digital technology. The term of digital native is coined by Prensky (2001) to refer to the entire youngsters- from kindergarten through college- who have had access to the new technologies since birth and they are "native speakers" of the digital language of computers, the Internet.

Furthermore, the use of digital technology became easier with mobile phone in which digital technology can be accessed wherever and whenever by everyone. Therefore, researchers developed a language learning model through mobile phone which called Mobile-Assisted Language Learning (MALL). According to Rosman (2008), MALL is mobile technologies usage to enhance learning process including delivery of digitalized content to either wireless phone hooked into work and education. Crompton (2013) defined Mobile learning as learning across multiple contexts, through social and content interaction, utilizing personal electronic devices.

One of several ways to implement Mobile assisted language learning in a classroom is gamification. Gamification is known as the utilization of game-based mechanisms, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems (Kapp, 2012). Gamification of learning can be implemented by using digital learning platforms, several digital learning platforms are able to utilize in ELT, one of which is Kahoot!. Kahoot! provides an interactive learning process with some quizzes to assess students' language acquisition.

Kahoot! is a student response system engaging students through game-like pre-made or impromptu quizzes, discussions and surveys (Cross, 2014; Thomas, 2014 in Rosmawati and Sham, 2018). Kahoot! is a mobile-required digital platform, a teacher uses computer to be a host of a Kahoot!-based game or quiz and the students answer the quiz via their mobile phone. Thus, Kahoot!-based learning is a part of mobile-assisted language learning. In the context of language testing and assessment Kahoot! is considered a connective approach for teachers to test students' learning acquisition after every lesson (Nguyen & Yukawa, 2019).

Several studies show that using Kahoot! in English Language Teaching effectively enhance students' learning motivation (Wichadee & Pattanapichet, 2018; Rosmawati & Sham, 2018) and students' learning engagement (Licorish, Owen, Daniel, & George, 2018) Furthermore, a study conducted by Jusoh (2018) showed high students' satisfaction on using Kahoot! mainly because it is easy to use, they enjoy using it and it helps them better prepared for their tests.

However, the previous studies showed the result of Kahoot!'s effect on the students's motivation and engagement in the general or English education context, this

paper aims to observe how Kahoot! utilization in assessing students' learning acquisition and its impact on students' learning engagement in a healthcare education context in Indonesia.

## **METHOD**

The authors employed a qualitative approach using explorative study to explore gamification of English language learning through Kahoot! and survey to observe students' perception on its impact on their learning engagement. Survey was chosen because the authors intended to gather data related to opinions and attitude (Ary, Jacob, Razavihe, and Sorensen, 2010). One-shot survey was chosen as the design of this research since the authors intended to explore the perception of one group at one point in time (Lodico, Spaulding, and Voegtler, 2010).

The instrument utilized in this research was questionnaire to collect data from groups of individual (Ary et. al., 2010). The questionnaire consists of several statements related to activity in the classroom and students' reaction toward the activity. It was designed by adapting Likert Scale consisting of five options to respond to every statement, in this case were Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The data collected from questionnaire then analyzed and elaborated descriptively.

This research was conducted at a private university in Indonesia, the authors who was also the teacher implemented Kahoot! at 3 English classes of pharmacy in which consisted of 50-52 students to experience the utilization. Questionnaire was distributed at the end of the semester to identify students' perception on Kahoot! utilization in English language learning. 30 students agreed to participate on the survey.

## **FINDING**

### **Kahoot! Implementation**

In the teaching and learning process, the teacher applied Kahoot! in almost every meeting to assess the students' acquisition, after delivering the material, the teacher started a digital-game based quiz using kahoot!, in this step, the students' always reacted positively and excited, they found Kahoot! is fun and interesting to utilize in assessing their learning acquisition.

The students were ordered to open Kahoot! on their mobile phone, there are two modes of the game, classic mode and team mode, the teacher can decide the game mode. In the classic mode, the students answer the quiz individually using their own mobile phone, in the team mode the students team up to answer the quiz by sharing one mobile phone.



Figure 1. Kahoot! Game Modes (source: kahoot.it)

The students then joined a game created by the teacher using game pin which was showed by the teacher via screen projector in front of the class, in this step, the teacher usually had difficulty to control the students because they were too excited and talking to one another while trying to join the game. The authors found this is a challenge of using Kahoot! in the classroom.



Figure 2. Kahoot! Game Pin (source: kahoot.it)

During the game using Kahoot!, the students were excited to compete one and another in answering the questions provided on Kahoot!, in this step, the questions were showed on the screen projector with the possible answers, and the students answer the questions on their own phone by clicking the shape that they believe represents the correct answer. The authors found that the students enjoyed playing game through Kahoot! to assess their learning acquisition, this is a positive impact of Kahoot!.



Figure 3. Question Shown on Kahoot! (source: kahoot.it)

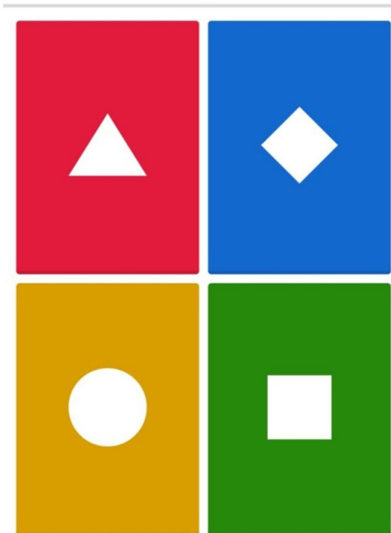


Figure 4. The Choices Shown on Students' Mobile Phone (source: kahoot.it)

At the end of every question, the result progress was shown to know the students' rank, every question values 1000 for the maximum, the score may vary based on how quick the students' answer the questions. At the end of the game the result of the quiz was shown to see the winner of the game and the result was downloadable to help the teacher identify students' learning acquisition.

	A	B	C	D	E
1	<b>English For Pharmacy</b>				
2	<b>Final Scores</b>				
3	Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
4	1	Farnadly wkwwk	25093	20	0
5	2	Hiyahiyahiya	24989	20	0
6	3	MeISia Squad	24926	20	0
7	4	Kami	24531	20	0
8	5	Zizah	24394	20	0
9	6	Ultramilk	23458	20	0
10	7	Gafit	22864	19	1
11	8	Ashiyapp	22486	19	1

Figure 5. Downloaded Final Result of a Kahoot! Game (source: kahoot.it)

The final result provided by kahoot! was very helpful for the teacher to assess students' learning acquisition, it made very simple and accurate. The teacher needed only download the final result and then identify the students' learning acquisition based on the result.

### Students' Perception

At the end of the course, students were given a questionnaire to identify their perception on the utilization of Kahoot! in the classroom. The questionnaire consists of 10 statements with Likert scale. In order to avoid misunderstanding the authors distributed the questionnaire to the students in Bahasa Indonesia, and then translated it into English.

Table 1. Students' Perception Survey

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Kahoot! is easy to use	21 (70%)	8 (26.7%)	1 (3.3%)	-	-
2	Kahoot! makes learning English interesting and fun	22 (73.3%)	8 (26.7%)	-	-	-

3	Kahoot! makes learning English easier	20 (66.7%)	8 (26.7%)	2 (6.7%)	-	-
4	Kahoot! is effective to assess my English learning acquisition	19 (63.3%)	9 (30%)	2 (6.7%)	-	-
5	I enjoy using Kahoot! to assess my English learning acquisition	19 (63.3%)	9 (30%)	2 (6.7%)	-	-
6	Playing Kahoot! makes me master my knowledge and language mastery	18 (60%)	10 (33.3%)	2 (6.7%)	-	-
7	I enjoy using Kahoot! in learning English because I like to compete	17 (56.7%)	9 (30%)	4 (13.3%)	-	-
8	I enjoy using Kahoot! in learning English because it makes me easy to understand the lesson	18 (60%)	11 (36.7%)	1 (3.3%)	-	-
9	I enjoy learning English through Kahoot! because it makes the lesson more interactive	22 (73.3%)	8 (26.7%)	-	-	-
10	Kahoot! makes me excited to learn English	19 (63.3%)	9 (30%)	2 (6.7%)	-	-

Having implemented Kahoot! in the classroom, the authors found that Kahoot! is suitable to assess students' learning acquisition because it is easy to use, fun and interesting which makes the students engaged in the teaching and learning process, it is supported by the result of the survey which shows 70% students strongly agreed and 26.7% of them agreed that Kahoot! is easy to use, 73% students strongly agreed and 26.7% of them agreed that Kahoot! is fun and interesting to utilize in English language learning. Furthermore, 66.7% students strongly agreed and 26.7% agreed that Kahoot! makes English learning became easier.



Moreover, it is highly recommended to utilize Kahoot! in assessing students' learning acquisition because it is effective and detail as it provides a downloadable final result which shows the students' score completely. In line with that, 63.3% students strongly agreed and 30% of them agreed that Kahoot! is effective to assess their learning acquisition, 63% students strongly agreed and 33.3% agreed that Kahoot! makes them master their knowledge.

On the top of that, the utilization of Kahoot! in English as Foreign Language (EFL) classroom is enjoyable since it provides an interactive learning instruction with interesting game and visual which is able to motivate the students to learn English. The result of survey also shows that it is enjoyable, the majority students (63.3%) strongly agreed and some others (30%) agreed that they enjoyed using Kahoot! to assess their English learning acquisition.

The main reason of the students' enjoyment over the utilization of Kahoot! in learning English is because it makes the learning process more interactive, it can be seen from the result of survey that shows that 73.3% strongly agreed and 26.7% of them agreed that they enjoyed using Kahoot! in learning English because it makes the learning process more interactive. Besides, 60% students strongly agreed and 36.7% of them agreed that they also enjoyed the utilization of Kahoot! in learning English because it makes them easier to understand the lesson, 56.7% students strongly agreed and 30% of them agreed it is because they like to compete. In addition, the students' are more excited to learn English by utilizing Kahoot!.

## **DISCUSSION**

The finding of this research shows that implementing gamification through Kahoot! in English language learning classroom is a good idea since the majority students strongly agree that it is easy to use, interesting and enjoyable which can increase students' engagement into the teaching and learning process. Students' engagement in teaching and learning process plays povital roles to rich the learning goal, Nguyen & Yukawa (2019) stated that Students' engagement into learning will increase the quality of teaching and learning procedures by enhancing their learning outcomes. It is believed that digital technology integrated learning can enhance students' engagement into teaching and learning process as stated by Goehle (2013) that digital games can create a good learning environment and promote user engagement.

In the context of testing and assessment, Kahoot! is also applicable to use to assess students' language acquisition since it provides a fun way to test students' comprehension which makes the students answer the questions seriously because they need to compete one another. Besides, it also eases the teacher work by providing a downloadable final result which assists the teacher to assess the students' language learning acquisition. It proves what Barrs (2011) stated that In terms of second / foreign language acquisition, smartphones are powerful tools for assisting language learning as they provide learners with mobile and independent access to



language learning materials and resources. Kahoot! not only provides language learning material and resource, but also a fun and interesting method to assess students' language learning acquisition by letting them compete one another. The survey result shows that majority students strongly agreed that they enjoy playing Kahoot! because they can compete with others. Moreover, the survey result shows that majority students strongly agreed that Kahoot! utilization in assessing their language acquisition makes them master their knowledge and language mastery.

During the game through Kahoot!, the students were always excited to actively participate in the teaching and learning process because they enjoy playing Kahoot! in learning English, the majority students strongly agreed that the main reason of their enjoyment using Kahoot! is because it makes the teaching and learning process more interactive, an interactive teaching and learning process is always be able to motivate the students to learn. In the other word, gamification is effective to motivate the students to learn English. It is supported by Werbach (2014) who stated that gamification is able motivate people to undertake activities that they otherwise would not do. It is a good thing to hit the gym regularly or to have a more enjoyable engagement with a brand.

## CONCLUSION

Having implemented Kahoot! in an EFL classroom, the authors found that Kahoot! is highly recommended to be implemented in an English classroom to make the teaching and learning process more fun, interesting and enjoyable which makes the students more engaged into the teaching and learning process.

Based on the survey which aims to explore the students' perception on Kahoot! implementation in English classroom, it is found that Kahoot! is enjoyable and suitable to enhance students' engagement into teaching and learning process because it makes the students compete one another, helps them masters their knowledge and language mastery, and make the class more interactive.

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